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ELEMENTARY TEACHER EDUCATION

A BLUEPRINT OF PROCESS MANAGEMENT

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NATIONAL COUNCIL FOR TEACHER EDUCATION
INDIRA GANDHI INDOOR STADIUM, I.P. ESTATE,
NEW DELHI – 110 002

NCTE Document 2003/72

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In-House Editor
Dr. D. N. Khosla

Co-ordinator
Dr. Meena Gautam

ACC NO - 16284

Publication Assistance
Anil Kumar
Mamta Kukreti

Published by the Member Secretary, National Council for Teacher Education,
Indira Gandhi Indoor Stadium, I.P. Estate, New Delhi-110002 and Printed at
Sagar Printers & Publishers, 1880, Udaichand Marg, Kotla Mubarakpur,
New Delhi-110003.

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Published by the
 Author
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FOREWORD

Since its inception in 1995, as a statutory organisation, the National Council for Teacher Education (NCTE) has taken several initiatives, to improve the quality of teachers' pre-service education for different stages of school education, such as publication of curriculum framework for quality teacher education, development of norms and standards for the recognition of various courses, publication of resource material for teachers and teacher educators, supervision, monitoring and accreditation of teacher education institutions in collaboration with National Assessment and Accreditation Council (NAAC), notification of educational and professional qualifications for the recruitment of teachers, and development of software for the on-line and off-line use of teachers and teacher educators. This document is an important link in the chain of NCTE's earlier initiatives aimed at qualitative improvement of teacher education.

To realise the objectives of pre-service teacher education, that is, to turn out effective teachers, every teacher education institution is expected to professionalise the process of programme delivery for which it must develop a 'blueprint' before the commencement of the academic session. The document provides suggestions and guidelines for a teacher education institution for the development of its blueprint of process management for the professionalisation of programme delivery.

It has been highlighted in the document that the process of teacher preparation should commence with the prospective teachers' general orientation to the profession and the institution, which should be followed by review and analysis of school curricula. The document suggests several ways and means for professionalising teaching of theory courses and

organisation of school experience programme. It has been argued in the document that 'practice teaching' needs to be replaced by 'school experience' and 'post course work internship' needs to be made an essential component of a pre-service teacher education programme. The document further provides guidelines for the organisation of 'co-curricular activities', 'summer work', 'evaluation and assessment', and for the preparation of 'annual academic calendar'.

I am confident that the process of teacher preparation shall be professionalised if the ideas and suggestions provided in the document are implemented by the teacher education institutions. In addition, the student teacher will have to undergo post course work internship in an elementary school for at least six months in order to become eligible for award of the Diploma in Elementary Education by the examining body.

I am grateful to Prof. G.L. Arora, who prepared first draft of the document and the final manuscript. I am also thankful to Prof. R.S. Khan, Prof. M.S. Yadav, Prof. V.K. Sabharwal and Prof. T.K.S. Lakshmi for their help in the finalisation of the document. My thanks are also due to all the experts who participated in consultation meetings and gave us the benefit of their experience and expertise.

A. N. Maheshwari

(A.N. Maheshwari)
Chairperson
National Council for Teacher Education

New Delhi
April 17, 2003

INTRODUCTION

The National Council for Teacher Education (NCTE), a statutory body set up by an Act of Parliament, has the mandate to ensure planned and coordinated development of teacher education and improvement in its quality. In order to fulfil this mandate, it has taken several initiatives such as preparation of curriculum framework for different teacher education programmes and development of norms and standards for their implementation in teacher education institutions. Further, the Council has also developed a 'model calendar of activities' in respect of the Secondary Teacher Education Programme (B.Ed.) for the guidance and reference of secondary teacher education institutions. The 'Calendar', in fact, provides details of the process of programme implementation. Keeping in view the utility of the 'model' as an instrument of effective curriculum transaction, it was decided to develop a similar document for the elementary teacher education programme.

Elementary teacher education, a well-established system in the country, is offered under different nomenclatures like D.Ed., ETE, BTC, etc. in more than one thousand elementary teacher education institutions in the country. During the last

fifteen years, that is, after the 1986 National Education Policy, quite a few changes have taken place in the content, duration, entry qualifications etc. of the elementary teacher education programme. In the light of the guidelines issued by the MHRD in respect of DIETs and recommendations of the NCTE Curriculum Framework of 1988 and 1998, the duration of the programme has been raised from one year to two years and the entry qualification from secondary (class X) pass to senior secondary (class XII) pass in almost all the states. The programme aims at preparing teachers for the primary or elementary stage of school education.

However, all the elementary teacher education institutions do not have similar inputs, structures, functions and objectives. The following types of institutions are offering elementary teacher education programme in the country :

1. District Institutes of Education and Training (DIETs)
2. Elementary Teacher Training Institutes/colleges/schools
3. Degree colleges or university education departments offering four year integrated elementary teacher education programme.

The District Institutes of Education and Training (DIETs), established in pursuance of the recommendations of NPE-1986, are not conventional teacher education institutions. These institutions have been visualized as Research and Development (R&D) Centres for elementary education at the district level; have the mandate to work for qualitative improvement of elementary education; and to fulfil this mandate, they have to undertake research, prepare

educational plans, provide in-service education to all categories of educational personnel, and prepare contextual curricular and evaluation material for the use of teachers and students. Thus, it is evident from the vision of a DIET that pre-service teacher education is only one of its several functions. Separate branches/units with separate faculty have been provided in the DIETs for different functions.

On the other hand, elementary teacher training institutes are exclusively meant for running the pre-service teacher education programme. They are neither expected to organize in-service education of teachers nor to undertake research or preparation of instructional material for children, as part of institutional responsibilities. However, teacher educators can take up research projects in their personal capacity.

The Bachelor of Elementary Education (B.El.Ed.) programme of the University of Delhi, though meant for the preparation of teachers for the elementary stage of education, is a different kind of teacher preparation programme. It integrates the education and training in pedagogy with the education of different areas of school curriculum.

In view of the different kinds of conceptualization about the vision and mission of the three types of institutions mentioned above, it would be difficult to think of one common plan of programme delivery or process management for all of them. The annual plan of a District Institute of Education and Training (DIET) shall be qualitatively different from that of a conventional teacher training institute. Besides scheduling various activities associated with the pre-service

teacher education programme, the annual plan of a DIET shall also include schedules for the execution of different kinds of tasks like the organization of teachers' in-service education, preparation of curricular materials, conduct of surveys for the collection of data and preparation of educational plans, etc. This implies that a separate blueprint or annual calendar shall have to be prepared in respect of each task. The institutional blueprint shall integrate all the blueprints in respect of different tasks or functions. However, it is imperative that the institutional blueprint, instead of being a mere compilation of departmental blueprints, should be one integrated entity with a clear vision about its potential and utility for the achievement of institutional goals.

The blueprint of annual plan or calendar of activities of an institution exclusively engaged in the pre-service teacher education programme shall differ in scope and approach from the plan of an R&D institution like DIET, because of the differences in their objectives and functions. However, if an institution is running more than one pre-service teacher education programmes, the institutional annual plan shall be presented as an integrated whole, though it may have sections dealing with individual programmes. Such a scenario shall necessitate an additional exercise requiring different kinds of skills and competencies to evolve a comprehensive institutional plan by integrating separate programme-based plans.

What process should a teacher education institution adopt for the development of its annual plan of activities? Should the preparation of institutional plan precede the

preparation of specific departmental or functional plans or should it be the other way round? For instance, an institution like DIET shall have to develop separate plan for pre-service teacher education, in-service education, preparation of teaching-learning material, evolution of plans and policies, etc. The institution may adopt the following sequence for the development of its annual plan of activities :

- (i) Preparation of an over all vision or framework of the institutional priorities during a particular year.
- (ii) Preparation of departmental or function-based plans.
- (iii) Preparation of the institutional plans by integrating the departmental or function-based plans.

In the case of pre-service teacher education programme in the DIETs or other elementary teacher education institutions, the following sequence may be followed :

- (i) Preparation of an over-all vision regarding the delivery of the pre-service teacher education programme.
- (ii) Preparation of annual plans in respect of different components of the programme like theory, school experience, sessional work, community work, etc.
- (iii) Preparation of the institutional plan by integrating component-based plans.

Institutional Plan – Long-term and short-term

Every institution is expected to develop a long-term as well as short-term plan to achieve its institutional goals. The long-term plan provides details about the content and scope of activities to be organized, available resources and the additional resources to be generated and the sources thereof, the utilization of resources and strategies for the organization of activities, manpower requirements, staff development strategies, etc. Thus, the concept of long-term institutional plan is very comprehensive, as it deals with each and everything having implications for institutional development. In fact, it is a blueprint for its growth and progress. On the other hand, an annual plan not only enumerates the activities to be undertaken by an institution during an academic session but also mentions the sequence alongwith rationale for their execution. It serves as a guide for the planning and execution of various activities on different points of time during the academic session.

The development of annual plan in respect of pre-service elementary teacher education programme should be based on the following considerations :

- (i) Time available
- (ii) Content of the programme and desirable activities relating to different components of the content
- (iii) Logical sequence of the execution of various activities.

(i) *Time Available*

As per the NCTE norms and standards, the duration of elementary teacher education programme shall be two years with atleast 150 teaching days in each year exclusive of the time spent on admissions, examinations, etc. In addition, the practice teaching and internship programme shall be of atleast 30 days' duration each year. It is evident from the norms that a teacher education institution, if possible, may have more than 150 teaching days and practice teaching programme for more than 30 days.

(ii) *Content of the programme and desirable activities relating to different components of the content*

The Curriculum of Elementary Teacher Education has the following five broad components :

A. *General Education Courses*

- Elementary Education in Contemporary India
- Theory and Practice of Teaching and Learning
- Curriculum, Evaluation and School Organization

B. *Pedagogic Courses*

- Language₁
- Language₂
- Science
- Social Studies
- Mathematics

C. *School Experience*

D. *Practical Work relating to :*

- Sessional Work (Projects and Assignments)
- Information and Communication Technology (ICT)
- Non-Scholastic Areas viz. Visual and Performing Arts, Work Experience, Health and Physical Education
- Co-curricular Activities

E. *Internship*

(iii) *Logical sequence of the execution of various activities*

During the academic year, a teacher education institution has to organize a large number of activities addressed to the over-all institutional goal of preparing effective elementary school teachers. Some of the planned activities may have to be organized before the organization of some other activities, which are preparatory activities for their organization. Like any other professional programme, various components of the elementary teacher education programme fall under two broad categories, namely, theory and practical work. The broad categories in turn include several specific components or activities. General Education Courses and Pedagogic Courses are components of 'theory'. School experience, sessional work and internship are important elements of 'Practical Work'. These provide opportunities to the trainees to apply educational theory and principles of teaching and learning in classroom teaching. This particular aspect of elementary teacher education

programme shall be the major consideration for determining the sequence of different activities. In case student counselling and action research studies are made integral part of the school experience or internship programme, then, their coverage in the theory component before the commencement of formal school experience programme, shall be the pre-requisite.

A teacher education institution may develop a programme implementation plan every year before the commencement of the academic session in the light of three parameters mentioned above.

This document presents a blueprint of the delivery of the pre-service elementary teacher education programme of two years' duration. It does not cover other tasks such as in-service education or research, which an institution performs as part of its mandate or on its own initiative or choice.

Like any other professional institution, a teacher education institution also makes an attempt to orient the new entrants to the programme and to the institution in the beginning of the session. The purpose of orientation is to help the students to clear their doubts and apprehensions, if any, and to prepare them mentally to meet the demands of the programme with confidence. A tentative plan to conduct the orientation programme is made available in this document.

There is a general complaint that the students who join elementary teacher education programme are not proficient

in all the subjects they are required to teach at the primary and upper primary stages of education. Moreover, they may not be in touch with the syllabi and textbooks currently in use in the elementary schools. Therefore, it becomes imperative for the teacher education institution to implement a plan for refreshing and upgrading the students' knowledge of school subjects. A tentative plan in this regard is also presented in this document.

After the completion of general orientation and familiarization with the current syllabi and textbooks, formal teaching of theory courses commences and continues for quite sometime. Alongside theory classes, practical and co-curricular activities are also organized. Since school experience programme is the most important component of the professional preparation programme, a number of preparatory activities need to be organized in the institution before sending the students to the schools for school experience programme. After successful completion of the school experience programme, teaching of theory papers and organization of co-curricular activities is resumed in the institution. The aspects of professional preparation mentioned above are also discussed at some length in this document. The student teachers are also expected to undertake some projects or activities during the summer vacation in between the first and second year of the programme. A few suggestions in this regard are also given. The quality of students' preparation as teachers is continuously assessed internally throughout the session. However, towards the end of the session, final examination is organized for certification.

It will not be out of place to reiterate once again that every teacher education institution is expected to evolve its own annual plan of programme delivery in the light of its specific needs, expectations, problems and resources. The ideas presented in the document are meant for consideration and adoption or adaptation, if found appropriate. Innovative practices evolved and implemented by the teacher education institutions should be compiled and disseminated by the state or national institutions through their publications or extension programmes. The institutions can also attempt dissemination, on their own, through newsletters, journals, etc.

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GENERAL ORIENTATION

A person who joins a teacher education programme in a professional institution comes with his own perceptions of the teaching profession which are generally based on memories of his school days or his reading about education and teachers in the newspapers or magazines or interactions with some teachers in the family circle or with teachers of his siblings. However, his perceptions are the perceptions of a layman which need to be further refined in the light of the true nature of the profession. He may not be knowing much about the content, methodology and prospects of the programme he has joined. Besides, he is not likely to be aware of many aspects of the institution such as its history, traditions, achievements, rules and regulations, faculty, etc. Therefore, before the formal commencement of the programme, it would be advisable to orient the students to the demands and prospects of the programme and to the climate and culture of the institution they have joined. The general orientation provided to the students in the beginning of the session is indeed a confidence building measure and a formal mechanism for acclimatizing the new entrants to the institutional culture and ethos.

The general orientation to be organized in the beginning of the session for the benefit of the new entrants may have the following components :

- (a) Orientation to the profession
- (b) Orientation to the educational system
- (c) Orientation to the programme
- (d) Orientation to the socio-cultural and economic environment around the institution
- (e) Status of elementary education in the catchment area of the institution
- (f) Orientation to the institution

Orientation to the Profession

To begin with, the prospective teachers need to be helped to reflect on the status and mission of the profession they have decided to join. In addition, they should be helped to analyze the societal expectations from the profession vis-à-vis his own considerations or motivations underlying their decision to join the profession. The institution may arrange one or two talks by the experts or faculty members on the themes mentioned above. The talks followed by discussion should provide opportunities to the students to articulate their views and seek further clarifications, if necessary.

Orientation to the Educational System

After general orientation to the profession, the students should be oriented to the current system of education in the country, viz the structure of school education, management structures at the central, state and local level, role and contribution of institutions like NCTE, NCERT, NIEPA, CBSE, SCERTs, Secondary Education Boards, DIETs, etc. The institution may organize one or two lecture-cum-discussion sessions on the above mentioned themes by inviting

outside experts or by entrusting this responsibility to some faculty members.

Orientation to the Programme

The general orientation to the profession and to the current system of education shall prepare the necessary ground for orientation to the programme and its components viz general education courses, school experience programme, practical work, assignments and sessional work, scheme of internal evaluation and external examination, co-curricular activities, etc. In view of the importance and centrality of this component of the general orientation, sufficient time should be earmarked for it and the students should be encouraged to seek additional information or clarifications, if required.

Orientation to the Socio-Cultural and Economic Environment

Every institution has its own socio-cultural and economic environment, which has a bearing on the content and methodology of the programme offered in the institution. The faculty members are expected to refer to various aspects of local environment while teaching various theory papers and also other components of the programme. The familiarity with the local environment shall help the students to devise context and culture specific strategies, wherever necessary, for the transaction of curriculum and organization of other activities during the school experience programme.

The students should be oriented to the profile of local population, that is, their customs, beliefs, occupations, fairs, celebrations, etc. The folk literature, folk music, folk art, folk dances

etc. of the local area should be highlighted. Besides industry and agriculture, the students should also be familiarized with the educational, social and cultural institutions in the district or region in which the institution is located.

Orientation to the Status of Elementary Education

The students should be provided with information regarding the number of elementary schools, number and proportion of enrolled, non-enrolled and out-of-school children and reasons thereof and efforts made to improve children's enrolment and attendance in schools. In addition, a brief profile of the practising schools where the students are sent for school experience programme should also be presented. If possible, visits to one or two schools may be arranged so that the students get an opportunity to observe the functioning of a school.

Orientation to the Institution

Orientation to the institution is the last but the most important component of the general orientation programme organized by a professional institution in the beginning of a session. Its purpose is to familiarize the students with the history of the institution, specially its achievements and contributions in curricular and co-curricular fields. The achievements of the past students in examinations, cultural competitions, sports and games may be highlighted. The achievements of the faculty in different aspects of the profession like research, material development, training and extension may also be highlighted. The students should also be familiarized with the physical facilities available in the institution like library, laboratories, playgrounds, indoor games, dispensary, canteen etc.

The timings and rules for the use of library, canteen and health centre facilities, etc. should be explained to the students in detail. If possible, the tentative schedule for the organization of activities like educational tour, annual day, sports meet, etc. should also be shared with the students.

The faculty and other members of the staff should be introduced in a suitable manner. The faculty members should either introduce themselves or the Principal should introduce all the members to the students. Besides educational and professional background, achievements and contributions of a member, his interests, hobbies, specific responsibilities in the institution should also be highlighted. The students should also be introduced to the faculty members whom they are expected to approach for specific purposes or tasks or in connection with their difficulties or problems.

The orientation programme should also be utilized by the staff to know the new students. At least one session everyday during the programme should be devoted for this purpose. Every student should be required to introduce himself giving details of his family and educational background, hobbies, achievements, professional experience, special interests or talents, memorable experiences or events. Alternatively, the students may be asked to form pairs, know each other intimately and then introduce each other to the group.

This component of the orientation programme should also be utilized to identify the students who possess talent in diverse fields like games and sports, music, elocution, histrionics, writing, poetry recitation, painting etc. Such students should be provided opportunities to demonstrate their talents.

The orientation programme should be planned well in advance by the Principal and the faculty jointly. The specific responsibilities to be shouldered by different faculty members should be decided enabling them to make necessary preparations like making physical arrangements, inviting experts, completing administrative formalities, etc. The duration of the programme should be decided keeping in view the quantum of work planned to be undertaken. However, it is felt that 4-5 days (atleast 6 hours each day) shall be sufficient to acclimatize the new students to the profession and to the programme and the institution.

RE-VISITING SCHOOL CURRICULUM

The society, in general, and the pupils and their parents, in particular, expect the teachers to have adequate mastery over the content of the subjects they are required to teach in schools. The expectation is quite legitimate as it is undoubtedly the basic pre-requisite for effective teaching.

However, it has been observed that a sizeable number of the students who join elementary teacher education programme are deficient in several portions of the syllabi prescribed for the elementary stage of education. Moreover, in the case of a student who joins the elementary teacher education programme after passing senior secondary examination, there is a gap of at least five years between his passing of class VIII and class XII examination. During this period, the elementary school curriculum might have undergone revision, incorporating new content areas or adopting a new approach or a different style for the presentation of the subject matter. Since the students shall be called upon to handle the current curriculum during the School Experience Programme (SEP) and also after their regular employment in schools, it would be desirable on the part of a teacher education institution to implement a plan

aimed at refreshing the students' knowledge of the content of various areas of school curriculum. More specifically, the programme of 'Re-visiting School Curriculum' should be implemented to realize the following objectives :

1. To provide opportunities to the students to familiarize themselves with the syllabi and textbooks currently in use at the primary and upper primary stages of school education.
2. To enable the students to make up their deficiencies in the content of different school subjects, if any.
3. To equip the students to reflect on the strengths and weaknesses of the curricula, syllabi and instructional material currently in use in schools.

The teacher education curriculum invariably includes 'pedagogic courses' in different school subjects. However, their place in the teacher education curriculum has been a subject of debate. There is a view that the students joining the elementary teacher education programme have passed at least senior secondary examination, the curriculum level of which is much higher than the curriculum level of upper primary stage. Therefore, there is no justification for re-teaching the primary and upper primary school curriculum in teacher education institutions. On the other hand, there is a view that all pedagogic courses must have a component of content which shall address the students' needs of content upgradation. The inclusion of content in the teacher education curriculum is fully justified as the mastery level

required for teaching is always much higher than the level required for passing an examination.

A variety of practices are followed by different teacher education institutions for the enrichment or upgradation of students' content knowledge. The conventional approach is to allow the teacher educators responsible for 'pedagogic courses' to cover the content portion in the weekly periods available to them. This implies that the teaching of general education courses is commenced simultaneously and the new subject areas like educational psychology attract the students' attention and the school subjects receive only occasional and fragmented attention. The arrangement is indeed slow and inadequate to make up the students' deficiencies in different curricular areas. In view of the inadequacies of the conventional approach for generating tempo and climate for the revision of school curriculum, many teacher education institutions have now started organizing a crash programme in the beginning of the session to prepare the students mentally for the profession of teaching.

The implementation of the 'Re-visiting School Curriculum' (RSC) programme may have the following phases:

1. Discussion on conceptual aspects of school curriculum.
2. Self-study of textbooks and supplementary reading material.
3. Teaching of content portion of pedagogic courses.

4. Organization of diagnostic tests in different subjects.
5. Analysis and reflection on current curriculum and instructional material.
6. Organization of remedial Instruction.

1. *Discussion on conceptual aspects of curriculum*

In theory papers, there is a unit on school curriculum, which includes themes like curriculum; principles and methodology of its development and evaluation; goals and objectives of elementary school curriculum and recent trends in its development in the country and the state. It will be better if this unit is thoroughly discussed in the beginning of the session, as it will suitably equip the students to reflect on the syllabi and instructional material in use in the elementary school.

2. *Self study of textbooks and supplementary reading material*

The institution should have sufficient copies of prescribed syllabi, textbooks and supplementary books in all the subjects for classes I-VIII. In the institutional timetable during the implementation of the RSC programme, sufficient slots should be provided for self study. The students may go through the books individually or in groups. The students may also be encouraged to procure a few books on their own for self-study at home.

3. *Teaching of content of elementary school curriculum*

Every teacher educator dealing with a teaching subject should be required to prepare a plan for the teaching of the content portion of the syllabus prescribed by the examining body. In case the content does not form part of the prescribed syllabus, the teacher educators themselves shall reorganise the prescribed curriculum into specific units for teaching during different time slots. The teaching approach shall have to be different from the one adopted by the school teachers for teaching children. It will be better to mention children's common errors relating to the unit concerned along with reasons thereof.

4. *Organization of diagnostic testing*

In spite of teaching and self study of the units of elementary school syllabi in different subjects, some students may still have deficiencies in the understanding of certain concepts in different subjects. To identify such deficiencies, teacher educators may design specific diagnostic tests in their subjects. The composition of such tests shall have to be different from the tests designed for children. For example, 'knowledge' type questions should be avoided, around 80% and 20% questions should be of 'application' and 'understanding' type respectively. The students' performance in these tests shall indicate their areas of strengths and weaknesses in different subjects.

5. *Analysis and reflection on current curriculum and instructional material*

Theoretical discussion on the development and evaluation of curriculum followed by self study of the syllabi and textbooks should lead to reflection on their quality and relevance. The students should be encouraged to evaluate the available material against the criteria of conceptual parameters of curriculum construction. They may be asked to identify the units which do not meet the accepted parameters or the units which ought to be included in the syllabus. They should be encouraged to provide rationale for the deletion or incorporation of certain units. The group may take a formal position after a thorough discussion on the arguments advanced by different students.

6. *Organization of remedial instruction*

On the basis of students' performance in the diagnostic tests, the teacher educators shall be in a position to identify specific aspects of the prescribed content in which different students are found to be deficient. They may form clusters of students around the specific aspects of the content and organize remedial instruction accordingly. This implies that only those students shall be required to attend a remedial class on a particular theme who have been found to be somewhat deficient on it but other students may also attend the class, if they so like. The remedial classes should be held towards the end of the day, that is, in the last one or



two periods. However, it may not be possible for any institution to organize remedial instruction, in respect of a large number of themes. The students, therefore, should be encouraged to find ways and means to make up their deficiencies on their own.

The duration of the RSC programme shall depend on the quantum of the work planned by the institution. It is felt that 10-12 days (two weeks) should be sufficient to realize the objectives of this programme. Teacher education institutions may attempt different models for the implementation of this programme. For example, one model could be to earmark two weeks exclusively for it. Another model could be to implement this programme along with the teaching of theory courses, that is, the teaching of theory in the first half and organization of remedial classes in the second half of the day. It is not essential that different phases of the programme are to be carried out in the sequence mentioned here. The institutions implementing this programme are free to identify their own activities and decide their own sequence.

In sum, it is necessary to provide opportunities to the student teachers to re-visit the school curriculum in the beginning of the session. Besides refreshing students' knowledge of the school curriculum, this programme should provide them opportunities to reflect on the strengths, weaknesses, relevance, appropriateness, etc. of the existing curricula. The RSC programme may include discussion on theoretical aspects of curriculum, teaching of content, analysis and reflection, diagnostic testing and remedial instruction.

TEACHING GENERAL EDUCATION AND PEDAGOGIC COURSES

As stated earlier, teacher education curriculum has five broad components, namely, general education courses, popularly known as theory or foundation courses; pedagogic courses; school experience; various types of practical activities; and internship. The general education courses include courses like education and society, growth and development of education, teaching and learning, child development, curriculum development, instruction and evaluation, guidance and counselling, educational technology, school management, etc. The purpose of teaching these courses is to familiarize the prospective teachers with the conceptual foundations of the teacher's job, that is, the concepts and principles on which the techniques and practices of education are based. Such awareness may equip them to reflect on the conceptualization, on the one hand, and, on the other, to evaluate the current practices and techniques. Thorough understanding of the knowledge base of pedagogy equips a teacher to function as a professional rather than a mere skilled worker.

Every teacher education institution is expected to prepare its annual blueprint of process management (ABPM) before the commencement of the session. The blueprint indicates the time and duration of the school experience programme (SEP). In every theory paper, certain units have direct relevance for the trainees' work in the practising school, therefore, these must be covered before the commencement of the school experience programme. The remaining topics, though essential and useful, may be reserved for discussion after the completion of SEP. This implies that every teacher educator should examine the prescribed syllabus of his paper and identify the topics which he would like to take up before the SEP. The units identified by different members of the faculty should be finalized in a meeting of the staff council after thorough discussion. After the approval of the staff council, every teacher educator shall re-arrange the units included in the syllabus of his course. This shall have to be done for the two years of the course separately. Re-arrangement of themes in different courses should be based on the fact that in the first year of the programme, the trainees receive school experience in primary classes (I-V) and in the second year in upper primary classes (IV-VIII). The primary and upper primary stages correspond to children's age group of 6-11 and 11-14 respectively. The developmental needs, learning and thinking processes of the children of two age groups differ substantially from each other. Therefore, the themes or units specifically dealing with children of age group 6-11 need to be covered in the first year itself, while the themes dealing with age group 11-14 should be covered in the second year.

The first theory paper, though titled differently in different states, deals with the relationship of education with the polity, economy and culture of the society. It would be desirable to discuss the topics like national goals, constitution and education, value education, human rights and children's rights, etc. before the first year SEP. Likewise, in the paper on child development or teaching and learning, the topics like stages and types of human development, motivation, processes of learning, factors influencing learning, guidance and counselling, children with special needs and creativity should be taught and discussed before the first year SEP. In the papers on curriculum, instruction, evaluation and school organization, the topics like teaching skills, and competencies, lesson planning, preparation and use of audio-visual and technological aids, continuous and comprehensive evaluation, testing, and classroom management should be covered before the commencement of SEP. In the pedagogic courses, the content units, if not covered earlier under the 'Re-visiting School Curriculum Programme', should be covered first. In the methodology portion, the units dealing with lesson planning, evaluation, use of instructional aids and co-curricular activities should be covered before sending the students to schools for the school experience programme.

The age-old practice of delivering 'model' or 'demonstration' lessons is prevalent in all the teacher education institutions. Teacher educators dealing with 'methods' subjects generally teach one or two lessons to school students in the presence of teacher trainees. The practice is based on the assumption that the teacher educators are the masters of the art and science of teaching and, therefore,

they are capable of demonstrating the methods, techniques, styles and approaches which they generally recommend to their students in the theory classes. Theoretically, there appears to be no reason to question the validity of this assumption and, therefore, the practice needs to be continued. However, in practice it may not hold good all the times and for all the teacher educators. The reputed teachers from the co-operating schools may be invited to deliver demonstration lessons. For instance, the number of 'model' lessons may be increased so as to provide opportunities to the students to observe lessons of different types in each subject. In fact, each and every lesson or lecture of a teacher educator should be a 'model' lesson for the students, that is, it should have all the characteristics of 'good' teaching. The 'good' teaching shall imply that the teacher educator creates and sustains students' motivation to learn and understand the subject matter, makes the discussion relevant and context specific, makes even difficult concepts comprehensible and creates opportunities for independent thinking and critical reflection. In short, a teacher educator should approach a 'lesson' or 'lecture' as an opportunity to demonstrate all elements of 'good' teaching rather than a mere obligation to cover a portion of the prescribed syllabus.

To make the programme delivery lively and interesting, it is desirable that a teacher education institution should allocate sometime for self study during the regular working hours of the institution. The students should be encouraged to study children's literature, standard books on education and teaching, educational journals and magazines specifically addressed to children. The study of children's literature and

magazines shall help the students to explore the interests, attitudes, aptitudes, aspirations, beliefs and values of children of different age groups. They will also gather enough material in the form of poems, songs, folk tales, etc. to make their classroom teaching more interesting for students. To promote the habit of self-study among students, the library of the institution shall have to be continuously enriched.

There is no denying the fact that the daily newspaper is a powerful medium of an individual's continuing education. This is more so in the case of knowledge workers like teachers. To develop the habit of newspaper reading among students, the teacher educators may use the technique of 'Interactive Newspaper Reading'. Very often, the newspapers publish news stories, articles, etc. relating to different educational developments, or concerns and controversies in the field of education and its allied areas. Every teacher educator may easily identify a few news stories having direct or indirect relationship with some topic in the prescribed syllabus of his subject. The identified news stories may be discussed first by the students in small groups and then in the whole group. The teacher educators may guide them by presenting issues and asking thought provoking questions to promote critical reflection and creative thinking.

In theory papers, specially in the paper on instructional technology and pedagogic courses, a large number of models, methods and techniques of teaching like inductive and deductive approaches, discovery approach, heuristic method, project method, seminars, workshops, tutorials, etc. are discussed. To register a lasting impact on the minds of students, it would be desirable to demonstrate their use after

discussion. It would be still better if the demonstration precedes the lecture or discussion. This will certainly help the teacher educators and the trainees to articulate on the objectives, modalities and advantages of the technique or method. The use of child-centred pedagogy in the classroom rather than lectures on it will help the students to understand the meaning, scope and operationalization of child-centred pedagogy. To demonstrate the use of inductive approach for the teaching of 'aims of education', the teacher educator may start with a list of aims given by different thinkers, commissions or committees. The students should be helped to examine different concepts or elements of different definitions and arrive at their own definition after due analysis and reflection.

The syllabus of every theory paper includes a component of practicum. A number of projects or assignments are suggested in each paper and a student is required to select one or two projects/assignments of his choice. The purpose of the practicum should be to strengthen the understanding of the theoretical base of the unit concerned. In addition, the project work goes a long way in developing the habit of self-study.

In the prescribed syllabus of each course a suggestive list of projects/assignments is generally provided. The teacher education institution should also think of some new projects every year in each paper. The same project should not be repeated year after year by different students. The list of probable projects prepared by different faculty members should be discussed and approved by the staff council. It should be impressed upon the students not to take up similar

projects in different subjects. For example, if a project of reviewing a textbook is taken up in one teaching subject, it should not be taken up in some other subject.

It is imperative for every teacher education institution to develop a well equipped educational technology laboratory and ICT learning centre. The student teachers should be encouraged to make full use of ICT, both online and offline, to consult latest material relating to different theory courses, school subjects, teaching practices, techniques, etc. Besides widening the mental horizon of the students, this will also help them to improve the quality of their assignments/projects and also their teaching during the school experience programme.

The students need to be encouraged to undertake projects and assignments as an essential requirement for their preparation as 'reflective' professionals. However, it is often observed that the submission of 'assignments' is often perceived as a mere formality for examination purposes. To transform this perception, it would be necessary to ask the students to present and discuss the reports of their projects in small groups.

In sum, the transaction of curriculum of theory papers should develop the students' understanding of the conceptual bases of teaching and learning. Each lesson delivered by a teacher educator should turn out to be a model lesson for the prospective teachers. In place of spoon feeding, the students should be encouraged to develop the habit and skills of self study, for which optimum use of the library and ICT facilities shall be necessarily required.

5

SCHOOL EXPERIENCE PROGRAMME AND INTERNSHIP

The most important component of a professional preparation programme is, of course, the practical experience related to the demands of the profession concerned. It is this component which distinguishes a programme of professional education from a programme of liberal education. Teacher education programme, undoubtedly, is a professional programme as it aims to prepare individuals to join the teaching profession initially as teachers who, in due course of time, may rise to the positions of supervisors, administrators and trainers of teachers. Therefore, it must have a strong component of practicum which ought to be relevant to the demands of a teacher's job.

To ensure relevance of the 'practicum' component of teacher education programme, the practical activities must correspond to the roles expected of a teacher in the present day world. Needless to say that the teacher's roles are nothing but his performance areas. In the context of the present day school realities and current discourse relating to the aims and objectives of education, a school teacher in India is expected to perform the role of a :

1. facilitator of learning;
2. classroom manager;
3. mobiliser and manager of resources;
4. designer and organiser of pupil evaluation;
5. researcher and innovator;
6. planner and organiser of co-curricular activities;
7. mentor and counselor of children;
8. service provider for the community and parents;
and
9. developer and evaluator of curriculum, textbooks
and other teaching-learning material.

To perform each of the above mentioned roles, the teacher is called upon to carry out a series of tasks for which he needs to build a set of competencies. An analysis of teacher tasks vis-à-vis teacher competencies should be undertaken to develop the outline of the practicum component of the teacher education programme.

To perform the role of a facilitator of learning, a teacher shall require competencies to undertake pedagogical analysis of the content to be taught, match the content delivery with the level of students' cognitive development, communicate effectively, mobilize and appropriately use the requisite teaching learning material and create and sustain students' interest in learning. In addition, the teacher shall require the competencies to create the situations conducive for self-learning through dialogue, discussion, problem solving and investigation individually or in groups. The teacher is further expected to maintain proper discipline and decorum in the

class which are the most important pre-requisites for right type of learning to occur in the class. To maintain discipline in the class, the teacher need not be strict and harsh in his dealings with students. Instead, he should learn to create and sustain students' interest in studies. To support the performance of the above mentioned two roles, the teacher needs to be equipped with certain resources which he may mobilize from different sources within the school such as school library, laboratory, museum, etc. He may also mobilize certain resources from other institutions, local community and print as well as electronic media. In addition, he shall have to develop a variety of competencies to make use of appropriate learning material at proper time in the best possible manner. He should have the capacity to utilize news stories as spring boards for discussions and provide guidance relating to sources of information concerning the investigatory projects undertaken by students. To evaluate students' learning and to use it as a feedback on the quality of his own instruction so as to use it as an input for its re-organisation, the teacher should have the competency to design suitable questions, activities, assignments, etc. for both formative and summative evaluation. It is a known fact of our system that it is the type of examination, which sets the agenda for curriculum transaction in schools. Therefore, the teacher should have the competency to design such evaluation instruments as have the potential to trigger self-learning and reflection on the part of students.

A teacher may face certain difficulties in matters relating to his roles and the tasks he is supposed to carry out. In some cases, the problems may be specific to his situation and hence

the textbook solutions based on the insights gained through the study of theoretical courses may not take him nearer to the resolution of the problems. Therefore, he shall have to develop the competency to systematically investigate the problem by using the methods and procedures generally used by researchers. The context-specific problems relating to students' motivation, learning and behaviour, teacher's instruction, inter-personal relations and classroom management may be investigated by the teacher. He may also develop innovative strategies and practices to solve his day to day problems.

To ensure child's total development, the teacher is duty bound to provide him varied educational and aesthetic experiences for which he needs to develop the competence to plan and organize a variety of co-curricular activities including games, sports, excursions, etc. He should be in a position to meet the information needs and provide them assistance to develop life-skills and tackle their personal problems on their own. Besides students, he is also expected to provide guidance services to the parents and community, specially in relation to children's education and upbringing. In our country, curriculum development is generally considered a high level technical exercise which can be taken up by experts only. This view allows the teacher to have a role in the transaction of given curriculum and does not consider him competent enough to participate in the development of curriculum and instructional material. On the other hand, there is a view which allows a role to the teacher to participate actively in all the processes of curriculum development. It is rightly claimed that his participation in

curriculum development shall go a long way in making it relevant and realistic. It shall further ensure synchronization between cognitive demands of the curriculum and students' level of cognitive development.

Process of Professional Preparation

What is the process of preparing an individual for a profession? In the past, an individual desirous of joining an occupation used to work as an intern with an experienced person in the field concerned. The process would start with demonstration and observation by the trainer and the trainee respectively and was followed by practice by the trainee under the supervision of the trainer. In the light of feedback provided by the trainer, the trainee continuously tried to improve the quality of his practice and thus used to master the trade in due course of time. If necessary, the theoretical base of the trade was explained by the master trainer along with the demonstration or while providing feedback to the trainee after observing him at work. This process of professional preparation was relevant in the case of middle level occupations. In the case of higher level professions like medicine, the teacher had to teach and the student had to learn theory before the teacher could start demonstrations. In the case of teaching, the teacher's act of transmitting knowledge or teaching per se was considered as the demonstration of the art of teaching.

School Experience vis-à-vis Practice Teaching

The process of professional training outlined above also

holds good in the case of present day professional preparation programmes wherein professional training is imparted to individuals in large groups. Work-site or in-plant experience forms the 'core' of any professional preparation programme. All components of the programme are designed and conducted to address its 'core', viz the on-site work experience. In the case of teaching profession, the 'core', is generally known as 'Practice Teaching', or 'School Experience' and, in some cases, even 'internship'. The concept of 'Practice Teaching' has gradually given way to 'School Experience' which is more comprehensive and professionally sound than the 'Practice Teaching', as it attempts to provide experiences to the trainees in respect of all the tasks a regular teacher is called upon to perform, while the 'practice teaching' programme is confined to only one task, that is, 'classroom teaching'. The concept of post-training 'internship' has not gained currency yet in the teaching profession but the term is sometimes used for 'school experience', which is organised for a few days or a few weeks during the programme.

Components of School Experience Programme

Keeping in view the different roles a teacher is expected to perform and the tasks relating to each role, the school experience programme must include the following:

- (a) Classroom teaching in different contexts such as teaching in large size classes, multigrade situations, rural, urban and remote areas, mixed ability classes, multicultural classes, etc.

- (b) Observation of teaching and other activities of regular teachers of the school.
- (c) Observation of the teaching and other activities of other trainees and offering comments, observations and suggestions for improvement. This, in fact, is a mechanism for mutual learning as it proves useful for the 'observer' as well as the 'observed'.
- (d) Participation in the morning assembly as an observer and sometimes as a speaker, compere or organiser and sometimes preparing students for presenting talks, newsreading, thoughts of the day, songs, community singing, physical exercises, etc.
- (e) Student counseling for which students in need of counseling shall have to be identified through observation and discussion with teachers. The trainees may prepare case studies of one or two identified children for which they may collect the requisite information from the children concerned, their parents, teachers or peers. On the basis of information gathered about them and insights gained about their problems, the trainees shall devise strategies for providing guidance to enable them to find solutions to their problems.
- (f) A teacher is also expected to be sensitive to the problems of students, fellow teachers, parents, school staff including head of the school. The problems may also relate to students' learning, classroom management, school discipline, inter-

personal relations, school attendance and absenteeism, relevance of curriculum content and effectiveness of curriculum transaction. A teacher is expected to study the problems systematically to work out solutions or to initiate appropriate remedial measures. A teacher trainee should also be required to identify a problem for systematic investigation or research, which, of course, shall be of 'action research' type. Besides, a teacher or teacher trainee, dissatisfied with the existing mode of curriculum transaction, may attempt an alternative mode or technique to achieve the desired results. If found useful and effective, the teacher may use the technique regularly and may also recommend it to other teachers.

- (g) The planning and organization of various types of co-curricular activities also forms an important component of teacher's responsibilities as it is considered essential to realize the over-all objective of education, that is, total development of child's personality. It is generally observed that all the teachers do not possess the same level of competence for the organization of such activities. It would be sheer wastage of time and effort if the activities are half-heartedly and inefficiently organised as it would not lead to the realization of the stated objectives. The teacher trainees shall acquire the requisite organizational skills by observing the teacher educators and school teachers organizing various activities and then by organizing the activities themselves.

- (h) The school is expected to seek parents' involvement and cooperation in all matters relating to the education of their wards such as their attendance in school and progress in studies. Besides parents, the school is also expected to ensure whole-hearted cooperation of the community, specially of the members of the Panchayati Raj institutions and area education committees, if any. The school staff should encourage the trainees to attend the meetings of parents and other committees as observers. They should also be encouraged to interact formally or informally, with the parents of the children whom they are teaching. If required, they should also participate in the organization of household surveys to compile data about out-of-school children and about children who would be eligible for enrolment in the next academic session.
- (i) Evaluation is an integral part of the instructional process. Teachers generally evaluate the progress of their students by conducting oral, written or practical examination. During the school experience programme, the prospective teachers should be provided an opportunity to construct and use different types of evaluation tools and obtain the views of teachers, supervisors and peers before and after their use.
- (j) Preparation of teaching-learning material like worksheets, supplementary reading material, charts, models, educational games and compilation of comments and perceptions of

students and teachers about the syllabus and textbooks.

Preparation for School Experience Programme

In the teacher education institution, the trainees' preparation for the School Experience Programme begins from the very first day of the session. However, the following activities specifically meant for preparing the trainees for school experience, need to be organised in every teacher education institution:

(a) Observation of Quality Teaching

It is imperative for the teacher education institution to provide adequate opportunities to the trainees to observe the teaching of experienced and reputed teachers. This may be arranged in one of the cooperating schools. In addition, demonstration lessons by the teacher educators and screening of video recordings of samples of 'good' teaching must be arranged in the training institution. The observation should be followed by detailed discussion on the strong as well as weak points of the 'teaching' observed by the trainees. The trainees may be encouraged to recall the positive and memorable aspects of the work of their own teachers.

(b) Practising Teaching in Simulated Situations

After discussing teaching skills and competencies and microteaching in theory classes, the teacher educators should demonstrate the use of different teaching skills in simulated

situations. There should be proper coordination among teacher educators regarding the selection of teaching skills for demonstration so as to ensure that all the skills are demonstrated by the teacher educators to be practised by the trainees.

(c) *Practising Black-board Writing*

Writing on the blackboard or white board continues to be an important teaching skill, which requires sufficient practice. This aspect of teacher's work assumes greater importance in view of the fact that the quality of handwriting is not emphasized these days in schools. Besides simple writing, the prospective teachers should also be made to practise making diagrams, sketches, etc. on the board.

(d) *Learning to Prepare and Use Teaching Aids/Materials*

The Teacher Education Institutions may organise workshops to provide training to the student teachers to prepare teaching aids like charts and models, and to use display boards, etc. Besides, they should also learn to use technological aids like OHP, Audio Cassette recorder and player, VCP etc. They should be required to prepare worksheets on different topics and also to compile short stories, anecdotes, poems, couplets, etc. which they could use while teaching different units.

(e) *Learning to Operate Computers*

To promote use of computers as an instructional aid,

the trainees must be provided computer training so as to enable them to use it for teaching and learning, both on-line and off-line.

(f) *Discussion Lessons*

After practising different teaching skills in simulated situations and other essential skills like writing on boards, preparation of teaching aids and learning of computer operations, the trainees should be prepared to deliver full lessons in the subjects of their specialization. After teaching a few full lessons, the student teachers should be required to deliver discussion lessons which shall be supervised by the concerned teacher educator and observed by other teacher trainees. The discussion that follows the lesson delivery provides an opportunity to the trainees to get the benefit of the comments and suggestions of the teacher educators and also of their peers.

(g) *Preparation for Conducting Action Research and Case Study*

To prepare the trainees for this role, the teacher educators should first discuss the concept, objectives, importance, scope and methodology of Action Research and Case Study. Thereafter, the trainees may prepare outline of some project which they may present in a workshop for discussion in the presence of some outside experts.

(h) *Preparation for Student Counselling*

The preparation for student counselling shall have to

be preceded by a detailed discussion on the educational and psychological problems of children, methods of their identification, concept, services and methodology of different types of counselling. If possible, the teacher educators may conduct a mock counselling session with a child or with a volunteer trainee. The video films of a counselling session conducted by a professional counsellor may be shown to the student teachers. The mock sessions or screening of films should be followed by a thorough discussion on the content and methodology of the 'Counselling' activity.

(i) *Preparation for Seeking Cooperation of the Parents and Community*

The trainees should be made to realize that children's education is the joint responsibility of the school, parents and the community. While the trainees shall get the first hand experience of interacting with children's parents and members of the community during SEP in the cooperating school, the teacher educators may provide some useful hints to the trainees in this regard. The heads and experienced teachers of practising schools may be invited to share their views and experiences regarding school-community linkages with the trainees. In the SEP schools, to begin with, the trainees may be required to assist the school staff in the organization of meetings of PTA, School Education Committee or Village Education Committee. They may be involved in the preparation of agenda notes and minutes of such meetings.

(j) *Preparation of the School Staff for Mentoring and Supervision*

The tasks mentioned above, if organized effectively by the teacher education institution, shall prepare the trainees mentally and professionally for SEP. The teacher preparation is the joint responsibility of the teacher education institution and the practising schools, therefore, the school staff, who are supposed to be the mentors and supervisors of trainees, also need to be trained to perform the tasks and roles expected of them. The teacher education institution must organise a workshop of the teachers of practising schools before sending the trainees for SEP.

Organization of School Experience Programme

In the first year of the programme, the trainees may be provided experience of teaching primary classes. A trainee should be assigned one class for the teaching of different subjects and for the organization of activities relating to work experience, physical education, art education, etc. After a fortnight, a trainee may be assigned another class. It would be better if a trainee is assigned either class I or II in one spell and one class out of classes III-V in the second spell. This arrangement shall provide opportunity to the trainees to make use of playway methods in classes I-II, which are considered an extension of early childhood education. In the second year, the trainees should be provided experience of classes VI-VII. The trainees shall teach any two subjects to all the three classes during the entire period of their stay in the school. Besides teaching, they shall also perform other tasks in relation to upper primary stage.

Evaluating Trainees' Performance in SEP

A teacher education institution is expected to evolve and use a reliable system of the evaluation of trainees' performance in various aspects of SEP, such as the quality of lesson plans, effectiveness of classroom teaching or lesson delivery, quality of peer observation, relevance and appropriateness of the teaching aids, quality of evaluation instruments prepared and used, quality of contribution in the organization of morning assembly and other activities, quality of action research and case study completed, effectiveness of student counselling and contribution in the organization of the meetings of PTA and other committees. The teacher education institution shall have to decide the weight age of each individual task in the over-all scheme of assessment, which should be commensurate with its importance in the total scheme of teacher preparation. For example, the task of classroom teaching shall obviously have more weightage in comparison to the task of student counselling or organization of meetings of PTA or other committees. The responsibility of evaluating trainees' performance should be jointly shouldered by the teacher educator, mentor teacher and the school headmaster, each having responsibility for specific aspects of SEP. For example, the teacher educator and the mentor teacher should be jointly responsible for assessing the quality of classroom teaching while the mentor teacher and school headmaster should jointly assess the contribution of trainees in the organization of morning assembly and other co-curricular activities and meetings of PTA.

In sum, the School Experience Programme constitutes the most important component of a teacher preparation programme. It is different from the routine teaching practice programme as it makes an attempt to provide experiences to the trainees in respect of all the roles they are expected to perform, like the role of a facilitator, of a classroom learning manager, organizer of co-curricular activities, provider of counselling services, etc. Before sending the trainees to the schools for SEP, the teacher education institutions are expected to organize a number of activities in order to prepare them mentally and professionally. The preparatory activities include demonstration of quality teaching, practising of teaching skills, organization of discussion lessons, organization of training workshops on action research, guidance and counseling, preparation of teaching aids, etc. The evaluation of students' performance in the school experience programme should be the joint responsibility of the teacher educators, school teachers and the head of the primary/elementary school.

Internship

In our country, the concept of post-course 'internship', has not yet gained currency in the context of teacher preparation programmes, although it forms an integral part of many other professional programmes. There is no denying the fact that 'internship' provides an opportunity to a prospective professional, to gain practical experience under the watchful eyes and guidance of experienced professionals. The time earmarked for school experience is bare minimum and, therefore, is adequate only for providing a rudimentary level of experience in respect of various teacher roles and tasks.

The duration of internship may be at least six months and, if necessary, it could be extended upto one academic year. It would be desirable to hold a meeting of the heads of schools willing to accommodate 'interns', well before the commencement of the school academic session. The plan of internship should be developed jointly by the schools and the teacher education institution. The number of 'interns' in a school should be fixed in accordance with its student strength. The 'interns' should be required to share their experiences, problems and difficulties with their teacher education institution periodically. The teacher education institution should advise the schools for taking necessary corrective measures in the light of feedback received from the 'interns'. The examining body will lay down criteria for the assessment of students' performance and progress during the internship period, which ought to be reflected in the 'completion certificate' issued by the school headmaster. After successful completion of 'internship', the students will become eligible to receive the certificate from the concerned examining body.

CO-CURRICULAR ACTIVITIES

The organization of co-curricular activities in any educational institution constitutes an integral component of the curriculum of the programme offered in the institution concerned. These have the potential to help the students to develop such competencies, skills, attitudes and values as they may not develop through the study of different subjects included in the syllabus of the course they are pursuing. In some other cases, they may play a supportive role by further strengthening the realization of educational objectives achievable through the study of different subjects.

In a teacher education institution, the organization of co-curricular activities assumes a greater importance as it provides an opportunity to the student teachers to equip themselves with the know-how including skills and competencies required for their planning and organization. Incidentally, it will also enable them to internalize the unit on 'Co-curricular Activities', included in the syllabus of various theory papers, which, in turn, shall prepare the ground for the designing of some novel activities different from the routine or stereotyped activities which are generally organized in educational institutions.

The concern regarding increasing erosion of values in the society has been repeatedly articulated by various commissions, committees and policies documents. It is often pointed out that the loosening of the moral and social fabric of the society is leading to numerous social evils like corruption, violence, intolerance, social insensitivity, etc. The educationists and social scientists perceive 'value education' as an effective antidote to social evils and a potent means for nation building. However, a broad consensus has emerged in the country that 'value education' need not be treated as a separate curricular area. Instead, it should be integrated with the curriculum of all other subjects. In fact, the education of values should permeate the entire school life comprising teaching of different subjects, organisation of co-curricular activities, organisational climate and general ethos of the institution.

At any point of time, there are quite a few societal concerns which compete for a space in the school curriculum and then, as a natural corollary to it, in the teacher education curriculum. There is now a broad consensus that the themes like environmental protection, human rights including children's rights, life-skills including legal literacy and awareness about consumer rights and health-related problems must become an integral part of the curriculum of schools and teacher education institutions. All the themes mentioned above can be integrated with the study of different curricular areas. However, to further strengthen the coverage of such themes, a variety of co-curricular activities, such as debates, symposia, elocution contests, talks, dramatics and poetical recitation contests can be organised around them.

A few suggestions for the organisation of various activities are given below:

House System

The practice of 'house system' followed in many elementary and secondary schools should also be adopted in a teacher education institution. The 'houses' are generally named after great leaders, social reformers and philosophers. In a teacher education institution, the 'houses' should be named after eminent educationists, Western as well as Indians like Sri Aurobindo, Rabindra Nath Tagore, Mahatma Gandhi, Zakir Hussain, Radha Krishnan, etc. Every 'house' should be required to make a thorough study of the educational ideas of the educationist after whom the 'house' is named. The study should lead to preparation of reports or papers, which can be presented and discussed in a seminar. The names of houses should be changed every year so that the institution builds a good collection of such papers/reports in a period of 4-5 years. Besides, each house should make it a point to celebrate the birth anniversary of the great men in a befitting manner by keeping the intellectual content of the programme as high as possible. The house could arrange lectures by experts on the contributions of the concerned educationists to the development of educational thought and their relevance in the present times.

School Assembly

Generally, a day in an elementary or secondary school begins with the 'morning assembly', which all the teachers

and students are expected to attend. The programme of the assembly generally includes prayer, a short speech on a current topic or on some value related theme, news of the day, one or two poems, solo or group songs and the national anthem. The responsibility for the planning and organization of the 'assembly' should be entrusted to different houses or societies by rotation.

Celebration of Days

All educational institutions celebrate certain days every year. The professional institutions celebrate the days specifically relevant to the profession concerned. A teacher education institution must celebrate the days associated with teachers or teaching profession and connected with teacher education curriculum such as Teachers' Day (5th September), World Teachers' Day (5th October), International Literacy Day (8th September), National Integration Day (19th November), Human Rights Day (10th December) and National Youth Day (12th January). The responsibility for the celebration may be entrusted to a club or subject society, like mathematics education society, science education society, language education society, etc. Likewise, thematic clubs or societies can also be formed like Eco Club, National Integration Club, Energy Conservation Society, Dramatics Club, Young Journalists' Club, Creative Writers' Club, Story Tellers' Club, etc.

Magazines/Journals

A teacher education institution must provide ample

opportunities to the prospective teachers for creative expression. The students who have talent for writing should be spotted in the beginning of the session and then all possible help and guidance should be provided to them to nurture their talent. A few boards should be installed in the institution, which could be used by different 'houses' and 'societies' for the display of wall magazines. The institution may also publish a half-yearly or annual magazine, which should be planned and edited by the students under the guidance of the faculty members. The students interested in creative writing should be encouraged to send their contributions to children's magazines, educational journals or newspapers for publication. The responsibility for bringing out the magazine may be entrusted to the Creative Writers' club or Young Journalists' Club.

Dramatics Club

A teacher education institution must have a 'Dramatics Club'. The students with histrionic talents or interested in the study or writing of drama, especially children's plays, should be encouraged to join this club. To produce one or two one act plays every year, the members of the club shall get ample opportunities to study several plays, select the most suitable play after thorough discussion and then plan its various steps for presentation. Needless to say that participation in dramatics shall equip the teachers to make their classroom teaching more interesting and effective by dramatising certain situations. He shall be better equipped to make use of the teaching techniques like role play, gaming, etc.

Every student should be required to join one house and one club or society of his choice. A house or club or society should function under the over-all supervision and guidance of a faculty member. The houses or clubs should be formed in the beginning of the session, after the conclusion of general orientation, and 'Re-visiting school curriculum programme'. To begin with, these entities shall elect their office bearers and prepare their plans of activities proposed to be organized during the year. In the institutional timetable, separate slots of sufficient duration for the fortnightly meetings of the houses or clubs/societies should be provided. Since all the students cannot participate in the activities organized at the institutional level or inter-institutional level, therefore, it should be ensured that all of them participate actively in the activities of the house or society concerned.

Cultural Festival

A teacher education institution may organize youth festival or cultural festival for about one week sometime in the last quarter of an academic session. It should comprise inter-house or inter-society competitions on a variety of literary and cultural activities such as poetical recitation, elocution, debate, solo and group songs, solo and group dance, folk music, classical music, folk dance, classical dance, dramatics, story telling, folk tales, essay writing, poetry writing, fancy dress. The themes selected for the elocution contest, debate, essay writing, etc. should preferably be related to teachers, teaching or school education. The festival should be organized at least two months before the annual examination so as to enable the students to participate in the programme in full

strength without the stress and strains of the external examination.

To ensure smooth organization of the festival, an organization committee comprising the house captains and presidents or secretaries of various societies and some faculty members should be appointed. This will provide opportunities to the students to develop communication and organizational skills and other leadership qualities. All possible efforts should be made to ensure the widest possible participation of students in different activities in accordance with their interests and talents. The students and groups for participation in the inter-institution competitions to be held at the regional or state level should be selected on the basis of their performance in this programme.

Games and Sports

The students' participation in games and sports is essential for the total development of their personality, that is, all aspects of personality such as physical, social, emotional and mental. It holds equally true in the case of a teacher education institution, as first hand experience of participation in such activities shall better equip the prospective teachers for preparing their students to participate in games and sports. A teacher education institution must make adequate provision for indoor as well as outdoor games. The programme should be planned and organized in such a way that every student gets an opportunity to participate atleast in one event. There should be provision for evening games for the students who reside in the hostel or in the neighbourhood of the institution.

Like the cultural festival, the sports week should also be organized in the last quarter of the academic session. Inter-house competitions in various games should be organized during the week. The students should be allowed to participate in various athletic events in their individual capacity. The organization of sports week will help in the selection of students and teams to represent the institution in the tournaments at the regional or state level. As in the case of cultural festival, an organizing committee comprising students and faculty members should be appointed to plan and organize the event.

To organize various co-curricular activities effectively, the teacher education institution should tap the available resources within the institution or in the sister institutions, practising schools and community. The institution should also seek co-operation and collaboration of relevant institutions and organizations functioning in the neighbourhood like theatre groups, Kala Kendras, folk musicians and dancers, cultural centres, drama schools, etc.

Towards the end of the session, the faculty should sit together to take stock of the institution's performance in co-curricular activities. Taking the benefit of hindsight, they should make an attempt to reflect on the 'adequacy' or 'inadequacy' in the planning as well as organization of each individual activity. As a result of this type of exercise involving reflection, they should be in a position to articulate the lessons they have learnt and the mistakes they would avoid in future.

In sum, the organization of a variety of co-curricular activities should form an integral part of the curriculum of a teacher education programme. Besides making the life in a professional institution lively and interesting, it equips the prospective teachers to make curriculum transaction in schools interesting and child centred.

SUMMER WORK

As per NCTE norms, the duration of Elementary Teacher Education Programme entitled 'Diploma in Education' is two years. This implies that after the completion of the first year, the institution will be closed for about two months for summer vacation. However, this does not mean that the students shall have no work for the vacation period, that is, the period intervening between the first and the second year of the programme. The vacation period, being a part of the total duration of the programme, should be utilized effectively to enhance the rigour of the teacher preparation programme.

The planning process for the utilization of the summer vacation should be initiated well in advance with the assistance of the representatives of students. The summer work can be planned under two broad categories :

A. Field Activities

1. Educational Tour

The organization of one or two educational tours is an established practice across all professional preparation programmes. The summer vacation

is the most appropriate time for this activity as it can be organized during this period without dislocating the regular schedule of academic work. The tour can be arranged in the beginning of the vacation for about ten days. The places to be visited should be selected with care so that the 'tour' proves to be really 'educational', as well as memorable for the students. The organizing committee comprising faculty members and student representatives should make all-out efforts to prepare the students mentally for visiting the places identified. A group of students should be entrusted with the responsibility to compile relevant information about the places to be visited like historical monuments, educational and cultural institutions, social and economic life of the people, freedom fighters and other eminent personalities of the region, flora and fauna, climate, agriculture, industry, etc. The information can be obtained from the year books or tourism department of the state or can be downloaded from the internet. One or two discussion sessions must be organized on the visit sites before the commencement of the journey. It should be made clear to the students that they would have to prepare a report on the tour for which they should take copious notes of their observations. The tour will provide an opportunity to the students for community living which is indeed a powerful means for education, entertainment and personality development.

2. *Community Living and Community Work*

A teacher education institution should also organize a few activities involving community living and community work during the summer vacation. The activities may include scouts and guides camp, NSS camp, community work camp, etc. The students may undertake some developmental activity in some colony or village like construction of some road, cleanliness of a part or some public place, social forestry, etc. The students may also undertake door to door surveys to identify non-enrolled and out-of-school children of the school going age group. A few programmes of extension education like lectures/discussions on health issues and educational issues like community involvement in children's education could be organized.

A teacher education institution may organize educational tour for the first year students and camps etc. for the second year students or vice-versa. It should be ensured that every prospective teacher participates in both the activities during the two year duration of the programme and adequate weightage should be provided for the students' performance in these activities in the total evaluation system of the institution. The duration of these activities could be approximately two weeks.

The remaining six weeks of the summer interlude could be utilized by the students at home for self study and reflection on problems and practices of education. However, the institution should provide guidance to the students regarding the books or journals they could study and the projects/assignments they should undertake during the vacation.

B. Home Study / Assignments

1. Self Study

The students should be helped to make a selection of 5-10 books for self-study. The following types of books may be recommended:

- (i) Children's literature such as biographies, fiction, particularly science fiction, travelogues, etc.;
- (ii) Fiction dealing with educational themes and problems in which the leading characters are students, teachers or educational administrators;
- (iii) Educational literature such as books on various educational themes by reputed authors, life and works of eminent educationists and thinkers, reports and documents, journals and magazines.

Every year, the institution should prepare a list of books for reference of the students. The list should include books of all the three categories mentioned above. A majority of the books included in the list of 'recommended books', should be available in the institutional library and the students should be allowed to borrow the books of their choice before the commencement of the summer vacation. If possible, the library should open on pre-specified days during the vacation enabling the students to borrow and return books.

2. *Projects/Assignments*

Every student should be required to undertake one or two projects and submit the report to the concerned faculty members when the institution re-opens after the vacation. In the meetings of the houses or societies, the probable projects can be discussed by the teachers and the students. Every student should be helped to make up his mind regarding the project on which he would like to work. The following types of projects could be considered :

(i) *Learning Journal*

An effective teacher always develops a repertoire of relevant material for his use in his day to day teaching and puts the same

in his 'Learning Journal'. This should include suitable folk talks, parables, couplets, inspiring short stories and anecdotes, memorable quotations, couplets, *shlokas*, short poems, thoughts for reflection, historical facts, educational statistics, etc. The students may make use of the content of their learning journal to make their teaching lively and interesting.

(ii) *Projects/Assignments*

Every student should be required to undertake and complete at least one project during the summer vacation. The theme for the project may relate to some unit or sub-unit or concept included in the curriculum of their teacher education programme or elementary school curriculum. The students may also attempt pedagogical analysis of some of the units of syllabus in a subject of their choice. Evaluation of syllabus/textbooks or preparation of additional instructional material like worksheets, write-ups for language comprehension can also be taken up as summer projects. The students may also explore the possibility of creating a mechanism for formal interaction with a few children in their neighbourhood to ascertain their opinions on matters relating

to their school, teachers, curriculum or school activities.

(iii) *Annotated Bibliography*

Every student is expected to study some 5-10 books of different categories. A student should be required to keep a record of the books studied in the form of an annotated bibliography which should include gist of the book, in addition to the details like title of the book, price, introduction of the author, publisher etc. This requirement shall certainly motivate the students to study the books carefully.

(iv) *Book Reviews*

A student may be required to write critical reviews of one or two books studied by him. However, the students should be prepared for writing 'Book Reviews', before the commencement of the summer vacation. Besides organizing a discussion on 'Review Writing', the faculty members should provide to the students samples of 'book reviews', published in journals and newspapers for reference.

(v) *Preparation of models/working models*

The students can also undertake preparation of some models for use during the school experience programme. The models of good quality can be displayed in an exhibition organized at the institutional level or at the district or state level.

(vi) *Education in Newspapers*

Every day newspapers publish news and views about educational policies, plans, programmes, developments, etc. The students may be required to compile news stories, editorials and articles published in various newspapers during a particular week or fortnight or month. They should be further required to write their own comments on the content of the material collected by them. A large number of projects of various types could be developed around newspapers. A few examples are given below :

- Education during a particular week.
- Analysis and comparisons of articles or editorials published in different newspapers during a particular period.
- Analysis of news and views relating to different sectors like sports, business,

health, agriculture, current affairs (national or international), advertisements, governance, films, radio, television, etc.

- Compilation of material relating to different school subjects like languages, mathematics, history, geography, science, economics, political science, etc.
- Letters to the editor relating to the subject matter of news stories, editorials, articles, etc.

The week preceding the vacation should be earmarked for discussion between the faculty members and the students. The faculty members should initiate discussion or deliver talks on themes like children's literature, learning journal, writing of book reviews, preparation of annotated bibliography, nature and use of models in education, education in newspapers, and newspapers in education. A few students may be assigned the responsibility to survey the institutional library and prepare lists of available books of different categories. The librarian should manage the lending of books in a manner that every student gets 4-5 books for the entire duration of the vacation. It should be ensured that every student finalizes his work plan for the vacation in consultation with the concerned faculty members before leaving the institution for home. Regarding educational tour, all arrangements must be finalized and completed at least one month before the commencement of the vacation.

In sum, the summer vacation intervening the two years of the programme should be utilized by the students by involving themselves in educationally stimulating pursuits. In addition to participation in an educational tour or some community living programme, a student should complete at least one project/assignment, write one or two book reviews, prepare annotated bibliography of 7-8 books and write one assignment based on daily newspapers. The students must be provided opportunities to make presentations on their projects in the weekly or fortnightly meetings of the houses, clubs, societies, or tutorial groups. The presentation must be followed by informed discussion among the students and teachers present in the meeting. The scheme of internal assessment followed in the institution must include a component on summer projects with an appropriate weightage. The quality of the project report along with the quality of student's performance during the discussion lesson should form the basis of the internal assessment award.

8

EVALUATION

In a teacher education programme, 'evaluation' is invariably included in the curriculum either as an independent paper or as a part of some other theory paper. In addition, the unit on 'evaluation' is also included in the curricula of content-cum-methodology courses where the concepts of evaluation discussed in the theory courses are dealt with in the subject-specific context. The concepts like continuous, comprehensive, formative and summative evaluation testing and test construction, reliability and validity of evaluation, etc. are explained and discussed in the theory classes. To facilitate internalization of these concepts by the students, the institution should concretize and integrate these concepts in its evaluation policy.

The over-all objective of a teacher education programme is to prepare competent and committed teachers, that is, the teachers who have the competence to perform different roles effectively and are committed to their students and to the profession and society at large. Above all, the programme aims at turning out reflective practitioners capable of reflecting on the contextual concerns, priorities and methodologies of school education, in general, and elementary education, in

particular. Therefore, the evaluation policy and scheme of the examining body and of the teacher education institution should be addressed to the task of ascertaining the extent to which the students have developed the requisite skills and competencies. The evaluation policy of the institution should supplement the policy of the examining body and in respect of those aspects of teachers' work where the examining body has not made any provision, the institution should evolve its own mechanism to assess the knowledge, skills, competencies, attitudes and commitment of the prospective teachers.

In a teacher education programme, evaluation has to be planned and conducted in respect of students' performance and achievements in theory courses, school experiences programme including classroom teaching, co-curricular activities including games and sports, and sessional work such as projects and assignments. Generally, the examining body conducts external examination annually in respect of theory courses and practice teaching while in the case of co-curricular activities and sessional work, evaluation is conducted internally by the institution. Even in the theory courses and practice teaching, some percentage of marks is fixed for internal assessment. A teacher education institution is expected to evolve an objective and transparent system of internal evaluation.

The external evaluation is done only at the end of the year by the examining body in respect of theory papers or practice teaching. The purpose of such evaluation is certification but the teacher education institution should have a system of formative evaluation to provide feedback to the

students periodically so as to enable them to strive continuously for improvement in their performance. In this context, it would be advisable to introduce the system of unit tests and terminal tests. This serves at least three purposes :

- (i) to provide feedback to the students about their strengths and weaknesses on a continuing basis;
- (ii) to keep the students busy and serious throughout the year; and
- (iii) to develop and maintain a record of students' performance to make the internal assessment objective and performance based.

The questions framed for the unit and terminal tests should be such that these provide the students an opportunity to think on their own so that their answers are characterized by originality. It would be better if the students are allowed to consult books at the time of writing their answers. The assessment of student's performance in the School Experience Programme should be against the criteria of teacher's expected roles. The teacher education institution shall have to develop a number of instruments to ensure objective assessment on various aspects of the student teachers' work. The instruments may include questionnaires, rating scales, check lists, etc. so as to enable the evaluators to record their judgements, views and opinions. The evaluators may include head of the teacher education institution, faculty supervisor, head of the practising school, mentor teacher, class teacher, etc. There may be a different combination of evaluators for different aspects of SEP. For example, in the case of a student's performance as an instructor and facilitator of learning, the

faculty supervisor and class teacher or mentor teacher would be the best suited and most important persons to function as evaluators while in respect of students' contribution in the organization of school assembly or parents' meetings, the school headmaster should necessarily be involved. The evaluation policy evolved by the institution should indicate weightage for different components of SEP along with the procedure for arriving at the internal assessment scores or grades.

The students' performance and achievements in co-curricular activities should be assessed jointly by the faculty incharge of the concerned house, society, activity and the head of the institution. The performance should be assessed against the criterion of a student's performance in relation to the specific role or task assigned to him. An ordinary member of a team should not necessarily be awarded lower rank in comparison to the rank of the team leader. To bring about objectivity in evaluation, it would be desirable to develop an Evaluation Proforma which may have two parts. The first part may include factual details of the student's participation in different activities while in the second part assessment of the faculty members associated with different activities may be provided on a three or five point scale or in terms of numerical scores.

The projects or assignments generally undertaken by the students in a teacher education institution fall into two broad categories, that is, subject (paper or course) specific projects/assignments and general projects or assignments. The assignments relating to the prescribed syllabus of a theory

paper belong to the first category and should be evaluated by the concerned faculty member against a pre-specified criterion. The style of presentation and originality of ideas should be given due weightage in the determination of grade or score which should be combined with the score(s) of the unit and terminal tests to arrive at the final internal assessment score in the paper concerned. The second category includes projects like action research projects, summer projects and newspapers related projects; organization of tours, celebrations, functions and extension work; production of plays; and development of models and other teaching learning material. The institution is expected to develop a suitable scheme of evaluation in respect of each type of project in accordance with its nature and scope. For example, an individual's performance in a group project vis-à-vis the role assigned to him should form the basis of assessment. The institution should evolve criteria of evaluation which should indicate weightages for aspects like content, originality, presentation, applicability, etc.

Management of Internal Assessment

Like other professional courses, the evaluation scheme of a teacher education programme has a strong component of internal assessment in all aspects of the programme, that is, theory component, school experience, co-curricular activities including sports and project work. In the components like theory courses and practice teaching, internal assessment is in addition to the external assessment while for project work, the evaluation scheme provides for internal assessment only. Generally, the marks or grades awarded by

the institution are indicated in the marks sheet (Result Card) issued by the examining body. In view of the importance of internal assessment, it is imperative for a teacher education institution to create a suitable mechanism for systematic maintenance of assessment records. It would be desirable to set up an Examination Cell in the institution with adequate manpower. Besides maintaining record, the cell should co-ordinate evaluation and periodical renewal of the assessment policy and development of various types of evaluation scales, formats, proforma, etc.

It is often pointed out that the system of internal assessment is characterized by subjectivity and, therefore, it has sufficient scope for the evaluators' whims and biases to vitiate the quality of assessment. The institution shall have to take several measures to minimize the effect of subjectivity. In this regard, the system of team evaluation, wherever possible, may prove useful. Besides, a coordination or moderation board should be constituted under the chairmanship of the head of the institution every year to moderate the assessment of different faculty members, if necessary. A seminar or discussion on the theme of 'Ethics of Assessment', may be organized in the beginning of the session for the guidance and reference of the faculty members.

It is often observed that many students copy their projects/assignments of the students of earlier years and submit the same as their own projects with slight modifications. Sometimes they purchase the project reports, models, etc. from the market for submission to the institution.

The institution must devise ways and means to check plagiarism and to encourage originality for which a system of disincentives and incentives respectively may be implemented.

The institution should specifically earmark time for preparing the students to write the examination, which indeed is an art in itself. The common misconceptions and errors made by students in various theory papers may be highlighted by the faculty members on the basis of their experience of the evaluation of students' scripts. In addition, the students may be provided useful tips concerning the scope and length of the introduction, main body and conclusion of the answer to a question. The students should also be prepared to develop time management skills so that they are able to attempt the paper in full.

The certificate issued by the examining body indicates marks or grades obtained by the students in different courses, on the basis of both internal and external assessment. However, to make the process more comprehensive encompassing the total spectrum of teacher roles, the institution should devise its own certificate, which along with the 'board certificate' should present a complete picture of a student's potential as a teacher. Besides grades or scores in different components of the teacher preparation programme, the certificate should also include information regarding the positions held, activities organised and contributions made by the student.

In sum, the teacher education institution should base

its evaluation policy on the concepts of evaluation generally discussed in theory classes. As an integral part of the process of teacher preparation, the policy should provide details about the methodology to be followed in respect of various components of teacher preparation programme. The institution should take all possible measures to make the evaluation objective and transparent, free from all kinds of biases, and sensitive to individual differences.

9

CALENDAR OF ACTIVITIES

Before the commencement of an academic session, a teacher education institution is expected to draw a road map of various activities to be organized at different points of the session. In the preceding pages, a number of suggestions relating to different components of the teacher education programme have been discussed at some length. It has been highlighted in the document that for professionalization of pre-service teacher education, the process of programme delivery needs to be organized along the lines suggested in it for which a duration of two years is essentially required. The institution may consider the suggestions for incorporation in its annual calendar.

Assuming the session starts in the beginning of August and closes towards the end of May, the total duration of the programme shall be 22 months or approximately 95 weeks. The structure of the academic calendar may be as under :

Academic Calendar

S.No.	Week (s)	Proposed Activities
1.	1	General Orientation
2.	2-3	Re-visiting School Curriculum
3.	4-18	General Education and Pedagogic Courses alongwith CCA and Unit end Tests
4.	19	Terminal Test
5.	20-21	Preparation for School Experience Programme (SEP)
6.	22-25	School Experience Programme (Primary Stage)
7.	26-34	General Education and Pedagogic Courses along with CCA and unit end Tests
8.	35	Sports Meet
9.	36-39	General Education and Pedagogic Courses along with CCA and Unit end or Monthly Tests
10.	40	Cultural Week

S. No.	Week (s)	Proposed Activities
11.	41	Preparation for Annual Examination
12.	42-43	Annual Examination
13.	44	Planning for Summer Work
14.	45-52	Summer Work
15.	53-65	General Education and Pedagogic Courses alongwith CCA, Sessional and Practical Work and Unit-end or Monthly Tests
16.	66	Preparation for School Experience Programme
17.	67-70	School Experience Programme (Upper Primary Stage)
18.	71-72	General Education and Pedagogic courses
19.	73	Terminal Test
20.	74-84	General Education and Pedagogic Courses, alongwith CCA, Sessional and Practical Work, Unit-end or Monthly Tests

S. No.	Week (s)	Proposed Activities
21.	85	Annual Sports Meet
22.	63-88	General Education and Pedagogic Courses alongwith CCA, Sessional and Practical work, Unit-end or Monthly Tests
23.	89	Cultural Week
24.	90-92	General Education and Pedagogic courses alongwith Sessional and Practical Work
25.	93	Preparation for Examinations
26.	94-95	Annual Examination

The structure proposed above is a bare skeleton of the academic calendar. The teacher education institution should provide flesh to the skeleton by indicating sub-activities under each major activity and then working out details in respect of each sub-activity. A few suggestions relating to each major activity have been discussed in the preceding pages. While working out the blueprint of each activity, the TEI may take into consideration these suggestions. For example, the blueprint of the activity 'General Orientation', should include the titles of 'themes' identified for talks and discussion and that of the 'Revisiting School Curriculum' should include details of the strategies proposed to be adopted to enable the

students to study the curriculum of different subjects and reflect on its rationale, objectives and content. The activity entitled 'preparation for school experience' should be further spelt out in terms of workshops, seminars, discussions, projects, extension lectures, practising teaching skills, preparation of teaching learning aids, materials, etc. The course outlines of general education and pedagogic courses are generally spelt out by the examining bodies year-wise, that is, the courses to be taught in the first and second year of the programme are provided separately. However, in the present document, general suggestions regarding the use of more effective approaches of teaching various courses have been given. The TEI should decide the sequence of teaching different units in each course at its own level. The TEI is further expected to work out the details of its annual calendar by taking into account its socio-cultural context, on the one hand, and availability of resources, on the other.



